NOTE: The texts listed below were used during the SPRING 2006 Semester. Some of these may change for the FALL 2006 Semester. The dates in the remainder of the syllabus are from the SPRING 2006 Semester. I am in the midst of reviewing the readings and the relevant dates. The reading assignments and dates included below can be used as an approximation of when and what we will be doing in the FALL. Thanks for your interest. Hope to see you sometime in the future.

COURSE FOCUS AND CONTENT OBJECTIVES

This course develops your capacity to think critically, actively, and deeply about one of the most damaging (if not the most damaging) family problems prevalent in our society today — family violence and abuse. Our interest is in studying and understanding the ways family violence is perceived, explained, and studied by different parts of the academic and professional community and within some of the more influential and important belief systems in our society. We study how family studies, psychology, sociology, feminism, and related disciplines generally view family violence and how it could be prevented, reduced, or eliminated. We consider how different professionals — such as researchers, therapists, educators, policy makers, law enforcers, medical doctors, nurses — contribute different perspectives and considerations to our understanding of family violence and what can be done about it. Given this focus, the following course content objectives can be articulated:

1. Develop a deeper understanding of the complex issues that pertain to the phenomena of family violence and the controversies and problematics surrounding its definition, causes, preventions, and treatments.

2. Develop a deeper understanding of the nature of controversy, intellectual conflict, and how opposing points of view make “understanding” something such as family violence problematic or very confusing and what can be done to make sense of competing and opposing systems of thinking about something.

3. Develop a deeper understanding of the way different beliefs and views of marriage, families, and parenting influence people’s perceptions of what constitutes and causes family violence in contemporary society and what can be done to eliminate it at the same time we understand things we can and must do to establish, build, and maintain positive family environments and communication patterns.
4. Develop a deeper understanding of the elements potentially within each of us and our families that contribute to the set of problems represented in the phenomena of family violence at the same time we understand that there is much that we can and must do to eliminate this problem in our own lives, our families, our communities, and our society.

5. Develop a deeper understanding of the things we can and must do to help ourselves and others heal.

To do these accurately and effectively, you must learn to perceive things and think about them in a fundamentally different manner than you are accustomed to. You must learn and then be willing to ask yourself questions that help you discover insight, understanding, and enlightenment about the things we study. Seeing things in a different perspective will help you think differently about things you already know as it uncovers new content and considerations. This enables you to identify different ideas and issues, ask different questions, and develop different frames of reference. Learning new ways of thinking helps you understand more critically the ways you think so you can more clearly articulate your beliefs and values with their relevant justifications and implications. These are essential elements of an education that respects and reflects diversity and complexity. Meeting these objectives — and the personal challenges they present — requires us to study and learn the complexity of the course content and our own belief system — and our experience — on much deeper levels. I refer to this kind of education and educating as “deep learning.”

This course is also designed as a writing emphasis (i.e., earns upper-division communication/writing credit) course for a variety of reasons: (a) to provide you with more integrated, holistic, and meaningful learning experiences; (b) to further your understanding of some of the processes of communicating in the social and behavioral sciences; and (c) to help you discover greater depths of understanding about yourself, your personal system of thinking, and the course content. You will have many opportunities to reflect on and articulate through writing and class discussion your questions, learning, and insights.

**REQUIRED COURSE READINGS**

5. There are several course readings on “Electronic Reserve” at the Marriott Library General Reserve. They are also available in printed form at the General Reserve Desk in the Marriott Library. Instructions for using “E-Reserve” are at: http://www.lib.utah.edu/circ/reserve/student.html. To help you access “e-reserve” readings from off-campus, see the instructions at: http://www.lib.utah.edu/information/remote.html.
6. A few required readings can be accessed directly from web pages on the internet.

**RECOMMENDED BOOKS AVAILABLE IN THE BOOKSTORE**

[NOTE: Some of the following titles are likely to change for the Fall Semester]

OTHER COURSE RELATED RESOURCE MATERIALS

There are two course related resources that are accessible from the “links” page of my faculty web site (http://www.fcs.utah.edu/faculty/herrin/links.html). One document is Pertinent Course “Odds and Ends” (http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html). The second is “Deep Learning:” A Critical Thinking Resource (http://www.fcs.utah.edu/faculty/herrin/deep_learning.html).

COURSE LEARNING DEMONSTRATIONS AND ACTIVITIES

There are no exams or term projects in this course. Your learning and mastery of course content is transformed into an array of personalized learning demonstrations — the majority of which require some form of writing, analysis, insightful discussion, and careful contemplation rather than summarizing, reiterating, rephrasing, restating, regurgitating, and rote memorizing. Your final course grade is based on the following components:

IN-CLASS ACTIVITIES (30% of grade). During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other assignments. Some activities require work outside of class and some are completed in class. For most activities, it is my intention for you receive credit because you are present in class and participate. Other activities may be graded using grading criteria discussed in class. Your participation in the assessment of your own work, the work of your peers, and providing feedback for your peers will be accounted for in this component of your course grade. Sometimes you will give and receive feedback from class members on the clarity, precision, depth, and other standards of reasoning as they are evident or absent in different assignments so you learn to assess your own work and the work of your peers.

WEEKLY QUOTES AND INSIGHTS (40% of grade). Starting with the required reading assignments for the fourth week of the term, complete the relevant components for any ten of the weekly required reading assignments. Your list of quotations, accompanying insights (minimum of 200 words per author), and related questions you identify are due at the beginning of the first class meeting of each of the ten weeks you select to write about. You receive full credit for these assignments if you complete them accurately and completely. I do not attempt to evaluate your reasoning or your writing in these assignments.

LEARNING ANALYSES (30% of grade). Two times during the term you are to write in essay form, an analysis of some important aspects of your personal learning that you have acquired due to your course-related studies and experiences. This will include an in-depth analysis of relevant quotations from the course reading assignments. You may choose what you write about and when you write it. You are encouraged to elaborate on and analyze in greater depth things you have written about in your WEEKLY QUOTES AND INSIGHTS. These analyses are intended to help you build on and write about the course-related learning you have been experiencing inside and outside of class. These assignments may be revised partially or completely for a better grade. One of your LEARNING ANALYSES must be turned in (approximately) during week seven or eight of the term. The second LEARNING ANALYSES and all revised LEARNING ANALYSES are due no later than the last class meeting of the term.

CLASS MEETINGS AND READING ASSIGNMENTS

Each week of the term is listed below with its respective class meetings, dates, and reading assignments. The reading assignments itemized immediately below a particular week are to be completed before coming to the first class meeting of that week. Before each reading, you will find one of several capital letters. A ‘_course syllabus_’ means the materials will be distributed to you in class; a ‘_r_’ means the reading is accessible from my faculty web site (http://www.fcs.utah.edu/faculty/herrin/) under the section for this course; a ‘_w_’ means the reading can be found on the Web; an ‘_e_’ means the reading can be found on e-reserve; and a ‘_b_’ means the reading can be found in one of the course textbooks.

WEEK ONE, MEETING 1: January 9

Course Syllabus [Two page highlights handed out in class.]
WEEK ONE, MEETING 2: January 11

- Pertinent Course “Odds and Ends”: http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html
- Visit the website for the National Council on Child Abuse and Family Violence (NCCAFV), The American Campaign for Prevention of Child Abuse and Family Violence. Read the following pages of information.
  http://nccafv.org/
  - Spouse/partner Abuse Information http://www.nccafv.org/spouse.htm
  - Child Abuse Information http://www.nccafv.org/child.htm
  - Elder Abuse Information http://www.nccafv.org/elder.htm

JANUARY 16 ☺ MARTIN LUTHER KING JR., DAY — NO CLASS — HAVE SOME FUN!!! ☺

JANUARY 18 !!!LAST DAY TO DROP COURSES!!!

WEEK TWO, MEETING 3: January 18

- Visit the Family Violence Prevention Fund website. Go to the “Domestic Violence Is a Serious, Widespread Social Problem in America: the Facts” page and then read through the different “Fact Sheets by Topic” (there are 13 of them). Write down and bring to our class meeting three or four interesting facts or points of interest that you find in your browsing.
  http://endabuse.org/resources/facts/
- Visit the website of the American Humane Association. Go to the “Newsroom: Child Fact Sheets” page and then read through the different “Child Fact Sheets” (there are 12 of them). Write down and bring to our class meeting three or four interesting facts or points of interest that you find in your browsing.
  http://www.americanhumane.org/site/PageServer?pagename=nr_fact_sheets
- Visit the website of Prevent Child Abuse America and browse through the following pages. You do not have to write down anything from this site.
  - Estimated Cost of Child Abuse & Neglect In The United States http://www.preventchildabuse.org/learn_more/research_docs/cost_analysis.pdf
  - Research (look for and read at least the 7 “Fact Sheets”)
    http://www.preventchildabuse.org/learn_more/research.html
  - Optional: Publications: Tips for Parents (browse through these for ideas and perspectives on parenting)
    http://www.preventchildabuse.org/learn_more/parents_index.html
    http://www.psychhistory.com/05_history.html or http://www.primalspirit.com/deMause3-1_ChildAbuse.htm

JANUARY 23 !!!LAST DAY TO ADD COURSES!!!

JANUARY 23 !!!TUITION PAYMENT DUE OR YOUR CLASSES ARE CANCELLED!!!

WEEK THREE, MEETINGS 4, 5: January 23, 25

- Visit the Minnesota Center Against Violence and Abuse, Electronic Clearinghouse. Go to the “Read” section and select “Articles and Research.” Then select “Domestic Violence.” Browse through the listing of articles until you find a couple that look interesting to you and then read them. Turn in a copy of the first page of at least two articles you find through your browsing that are of interest to you.
  http://www.mincava.umn.edu/
- Visit the Minnesota Program Development, Inc.’s Website of the Duluth Domestic Abuse Intervention Project. Read the “Overview” from the page for the “Domestic Abuse Intervention Project.”
  http://www.duluth-model.org/
- Read through the different pages of the “Wheel Gallery.”
- Visit MenWeb: Men’s Voices Magazine. Browse for a while.
  http://www.menweb.org/
- Browse through the “Battered Men” page until you find a couple of articles that look interesting to you and then read them. Turn in a copy of the first page of at least two articles you find through your browsing that are of interest to you.
  http://www.batteredmen.com/index.htm
While on the same “Battered Men” page, if you haven’t already, look under the section “Help for Battered Men,” select “What is Abuse?” Read the article, “What is abuse? Are You in an Abusive Relationship?” by Bert H. Hoff
http://www.batteredmen.com/batabuse.htm


**WEEK FOUR, MEETINGS 6, 7: January 30, February 1**

[Q,W&I. DUTTON: ONE QUOTE (‘Q’), ONE INSIGHT (‘!’), ONE QUESTION (‘?’); GILLIGAN: TWO QS, ONE !, ONE ?; ONE DEFINITION (‘D’) = 8.]

http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3905/Herrin/am.pdf


**WEEK FIVE, MEETINGS 8, 9: February 6, 8**

[Q,W&I. EGELAND: TWO QS, ONE !, ONE ?; GILLIGAN: ONE Q, ONE !, ONE ?; ONE D = 8.]


**WEEK SIX, MEETINGS 10, 11: February 13, 15**

[Q,W&I. BAUMEISTER: THREE QS, ONE !, ONE ?; GILLIGAN: ONE Q, ONE !, ONE ?; ONE D = 9.]


**FEBRUARY 20 **

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**WEEK SEVEN, MEETING 12: February 22**


Dutton. “Shame: The father’s contribution” in Batterer, 78-93.


**WEEK EIGHT, MEETINGS 13, 14: February 27, March 1**


Gilligan. “How to increase the rate of violence — and why” in *Violence*, 163 to mid-164 and mid-181 to 190 [WARNING: other chapter pages are quite graphic].

**MARCH 3** ⭐️⭐️⭐️ LAST DAY TO WITHDRAW FROM TERM COURSES!!!

**WEEK NINE, MEETINGS 15, 16: March 6, 8**

- Beck. “Let me count the ways you’ve wronged me” in *Prisoners*, 55-70.

**MARCH 13 — 17 ⭐️ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!! ⭐️**

**WEEK TEN, MEETINGS 17, 18: March 20, 22**


**WEEK ELEVEN, MEETINGS 19, 20: March 27, 29**

- Gilligan. “Culture, gender, and violence: ‘We are not women’” in *Violence*, 225-239.

**WEEK TWELVE, MEETINGS 21, 22: April 3, 5**


**WEEK THIRTEEN, MEETINGS 23, 24: April 10, 12**

WEEK FOURTEEN, MEETINGS 25, 26: April 17, 19


[EXCERPTS ARE ACCESSIBLE FROM MY FACULTY WEB SITE: http://www.fcs.utah.edu/faculty/herrin/]


WEEK FIFTEEN, MEETINGS 27, 28: April 24, 26

- Ten Keys to Successful Parenting http://www.positiveparenting.com/resources/feature_article_001.html
- Deciding to Spare the Rod http://www.positiveparenting.com/resources/feature_article_013.html

APRIL 27 !!!READING DAY — NO CLASSES, NO EXAMS!!!